

Indirect Teaching

- Also known as inquiry or discovery learning.
- Students are provided with information and through the guidance of their teachers, they "discover" the abstraction the teachers are working toward in the attainment of the learning goal.
- Student involvement is promoted.



Indirect Teaching

- Best used for teaching concepts, inquiry, relationships, and problem solving.
- Involves asking the students to go beyond the information given, to draw conclusions, make generalizations, and/or find a pattern of relationships.

Indirect Teaching

- Questioning skills are of utmost importance in indirect/inquiry/discovery teaching.
- The questions are mostly divergent.
- The questions should head the students toward attaining the learning goal.
- The questions should progress from very general questions to more specific questions, leading up to the questions that will allow the students to attain the learning goal.

Indirect Teaching

- Questioning should proceed from very general questions to more specific questions.
- Otherwise, the questioning can go on indefinitely.
- Think of a funnel as you work your way from general to specific questioning.



The Challenges of Questioning in an Indirect Teach

- Can be very demanding because teachers are constantly involved in immediate decision making and thinking on their feet.
- Prompting and probing are involved; teachers must decide when to begin channeling the divergent responses toward the learning goal.



Sequence of a Direct Teach

Presentation/
Input (whole
class instruction)



Guided Practice
(students are
working with
assistance)



Independent
Practice (each
student is
working by him/
herself)

	<h2 style="text-align: center;">Steps in Indirect Teaching</h2>
	<ul style="list-style-type: none"> ■ Teacher: Presents example of concept. ■ Students: Describe example of concept. ■ Teacher: Presents additional examples of the concept. ■ Students: Describe second example and compare to first example. ■ Teacher: Presents additional examples and non-examples.

	<h2 style="text-align: center;">Steps in Indirect Teaching (continued)</h2>
	<ul style="list-style-type: none"> ■ Students: Compare and contrast examples and non-examples. ■ Teacher: Prompts students to identify characteristics or relationships between examples. ■ Students: State definition of concept or relationship between concept and other concepts. ■ Teacher: Asks for additional examples.

Another Version of Indirect Teaching: The Scientific Method

- The teacher presents the class with a problem (topic or situation to be investigated/solved).
- Students form hypotheses (tentative answers to the questions or solutions to the problem presented in Step 1).
- Data are gathered and will be used to assess the validity of the hypotheses.
- The students analyze the data and draw conclusions.



Planning for an Indirect Teach

- Develop a learning goal and select examples/questions that will allow the students to arrive at the lesson's goal. The selection is of utmost importance because the students must rely solely on the examples to arrive at the goal.
- Sequence the examples/questions you will use in the lesson.

Planning for an Indirect Teach

- Analyze the areas of the content and determine if any of them can be taught using a problem-solving approach.
- Typically, the inquiry approach is most appropriate when there is some type of causal relationship involved in the content area.
- Not all concepts/material lend themselves well to indirect teaches.

Advantages of the Indirect Teach

- Increased student involvement.
- Provides the opportunity for critical thinking by the students.
- Gives ownership of their learning to the students.
- Puts the spotlight on the students and takes it off of the teacher.



Advantages of the Indirect Teach

- Stages in the approach can provide students with practice in information gathering and analysis – “real life” skills.
- It provides an alternate way of teaching content other than teacher-directed, expository techniques.
- Because students tend to be more involved in indirect teaches, they tend to enjoy them more than direct teaches.
- Because students tend to be more involved in indirect teaches, teachers tend to enjoy them more than direct teaches.

Take note....

- Because students are not given the concept right away, their initial responses will tend to be more divergent than those in expository/direct teach lessons.
- Consequently, inquiry lessons will probably take longer than direct lessons. You thus need to make sure you allot enough time to carry out a true, indirect teach.



Exit Slip

- The exit slip strategy requires the students to respond in writing to a prompt posed by the teacher at the end of class.
- Exit slips allow students to reflect on and process information.
- They provide the teacher with feedback regarding student comprehension of the lesson content and/or attainment of the learning goal(s).
- They can serve as a type of formative assessment.

Popular Exit Slip Websites

- <http://www.readwritethink.org/professional-development/strategy-guides/exit-slips-30760.html>
- <http://www.adlit.org/strategies/19805/>
- http://www.readingrockets.org/strategies/exit_slips/
- <http://www.edudemic.com/12-digital-tools-to-implement-exit-slips/>